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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Best Professional Training

WE ARE more and more impressed with the superior professional value of an experience as superintendent of a city with a population between 40,000 and 100,000.

There are all the professional problems, but none are overwhelming. The superintendent must have the leading part in the solution of all of these problems.

Every professional problem is there, but it is not as complex as in larger cities.

Each problem is a section of a larger problem. It is sufficiently complex to challenge his best and command wise judgment.

He must know every teacher personally as well as professionally, and will know many children above twelve years of age by name, and all above ten years of age will know him and expect to be recognized by him.

He will know all the professional and business men of the community and will be known by most of the other citizens.

He will know the relative professional value of various principles, methods and devices.

His educational opinions are his own, developed by thinking and demonstrated by genuine observation and repeated thought on relative values.

These men are good thinkers, their judgment is likely to be sound, their professional reading usually has a motive, and they read with a purpose. They read to learn rather than to criticise.

They are especially valuable on a summer school faculty because their thinking is on the level with the teachers in their classes. They are less liable to be domineering. They learn from the teacher students. This enables them to think for themselves and to be helpful to the class.

Cleveland has been selected for the Department of Superintendence Convention, February 24-28, 1929.

The Grip of Tradition

BEFORE any measure of the voltage of hydro-electric power is allowed there must be a measure of the resistance to be overcome. The scientist who first measured the resistance to electric currents immortalized himself. The

ohmage of resistance must be measured as definitely as the voltage creative energy of the source of power before the voltage can be known.

The grip of tradition is immeasurable. There has been no ohm in educational science to establish the unit of resistance in educational tradition.

We have lived through two Boston educational traditions neither of which has as yet been measured, and the ohmage is still without units of measure.

Miss Mary McSkimmon of the Pierce School, Brookline, rendered inestimable service when she became a candidate for the presidency of the National Education Association. Even the Boston Masters became members of the "Elementary School Principals Association," which organization took the initiative in the promotion of her candidacy. There is no place, even as an "allied" association of the National Education Association, for the Boston Masters.

Local tradition is so intrenched that a woman principal in Boston will be, officially, a "Master" a century hence.

The city Board of Education in Massachusetts is a school committee, a term misunderstood the country over. There are committees for various purposes in all Boards of Education, and the assumption is that the chairman of the school committee is the head of a special committee to look after some particular business of the Board of Education. Thanks to Horace Mann, who was never fettered by tradition, Massachusetts had the first State Board of Education in the New World.

When the Massachusetts Legislature was asked to change the designation of the School Committee of Boston the bill was defeated out of respect to the tradition of a century.

All educational progress requires much more than the necessary power because of the traditional ohmage. Educational progress in New England signifies much more than in any other section in the North.

"Christopher Robin" is said to have already brought to A. A. Milne, $125,000.

Columbia's New Pace

WITH the inauguration of Dean William F. Russell, Teachers College and Columbia University are striking a new pace. Evidently President Nicholas Murray Butler is concentrating his thought, energy, and influence on Teachers' College as the most vital factor in his great university.

That which is attracting most attention is the placing of the maximum salary of a professor at $12,000. This is substantial recognition of a professor's service. Since a university professor now has "extra-curricular" income it places a Columbia professor in the gentleman's class.

Professionally another phase of the Butler-Russell program is the announcement of its Rural School crusade which far surpasses anything of the kind elsewhere suggested, and rivals the famous Country Life program of President Roosevelt.

Prophesying is easy but hazardous. Nevertheless we will hazard an estimate that Dean William F. Russell will make Teachers College of Columbia University as much better than it is today as his father made it achieve what no other institution of its class achieved a quarter of a century ago.

A Real Salary

IT IS ANNOUNCED that the salary of the late Elbert H. Gary as chairman and chief executive of the United States Steel Corporation was $225,000 with certain bonus provisions which provided an annual income aside from his investments of $400,000, and there seems to have been no question that he earned it.

Oscar Taylor Corson

THE time and place and manner of the passing of Dr. Corson provide a matchless setting for the ending of such a life.

We can recall no other man who had such a relation in life to the occasion of its ending.

From childhood to his last day he was intimately and delightfully related to the schools of Ohio. There was never a teacher of his who was not infatuated with his individuality and personality.

From the earliest years he had "pals" that loved and admired him, creating friendships that were never disturbed by passing events.

As a teacher in the country schools he was an inspiration to the community and to the children at work and play as well as in their studies.

He was State Commissioner of Education for several years, and was on the Board of Regents of Ohio State University at Columbus for many years. As editor of the State Educational Magazine he gave it a personality and virility that was professionally refreshing and educationally ennobling.

He was presented to the National Education Association in 1900 at its meeting in Charleston, and his interest never dimmed. At the Boston meeting of the Department of Superintendence in February he was as sane in philosophy and as brilliant in pleasantry as he had ever been in the forty years that we have admired his professional platform art.

It was at Ohio State University that he died.

It was at a meeting of the state educational leaders. It was while he was talking, as only he could talk, that he passed into the Great Beyond with a faith as supreme as that of any one we have ever known.

We loved him personally and professionally for more than forty years, and we rejoice in the way in which the opening of the other life came to him.

Donovan to Richmond

THE death of President T. J. Coates, long president of the Kentucky State Teachers College, Richmond, was a great professional loss to the state and to the country. President Coates was a born leader, a man of high character, ardently devoted professionally, keen intellectually, and was loyalty personified.

We knew him intimately from the time he entered the State Department of Kentucky, and we have been in service with him professionally of late years.

The choice of Dr. H. L. Donovan, Peabody College, to succeed Dr. Coates is eminently wise, and gives universal satisfaction. Dr. Donovan was dean of the institution for several years, and his exceptional ability won from the General Education Board a scholarship in Peabody College, where he earned his Doctor's degree and the professorship of elementary education in the college. There was no hesitancy on the part of any member of the Richmond Board as to a successor of President Coates.

Dr. Donovan first attracted attention when he was principal of an elementary school in Paducah, and he was chosen as assistant superintendent of Louisville, from which position he went to Catlettsburg as superintendent.

Ray H. Latham to Cedar Falls

WHEN Dr. Homer H. Seerley retires from the presidency of Iowa State College, Cedar Falls, in June, Ray H. Latham of Ohio University at Athens will succeed him.

Professor Latham has been professor of education at Athens since 1924. He is a graduate of Iowa State University, 1911, earning a Master's degree in 1917.

In 1921 he was elected superintendent of Le Mars, Iowa. After a year's service there he went to Duluth as assistant to Superintendent Bentley. In 1924 he went to Ohio University at Athens.

Professor Latham is highly esteemed by the faculty at Iowa City, and has won the professional confidence and personal loyalty of his associates in Ohio University. He has a great opportunity at Cedar Falls.

Sam Hubbard

TWO months ago the Puddingstone Club, a unique socio-literary club of Boston which has recently celebrated its quarter-centennial, had an evening in recognition of four of its founders who had passed the fourscore mark. These men were as hale and hearty as any men at that festive board, but already two of them, Charles F. Dole and Samuel F. Hubbard, have passed to the great beyond, and I beg the indulgence of our professional readers while I indulge in a bit of personal appreciation of one of the choicest friends I have known in all the years.

Edwin D. Mead, in the Boston Transcript, has this true-to-life characterization of this friend: "Sam Hubbard—nobody who knew him ever called him Samuel any more than good Boston Democrats in 1775 spoke of Samuel Adams, . . . was a unique and most winning personality. He was everybody's friend. He had a genius for sociability and for lending a hand. He was inspired with public spirit, and was for forty years one of Boston's most useful citizens. But it was as a companion that men loved him most, loved him for his uprightness and downrightness, his humor and his humanity.

We have specialized on "charter memberships" and never refer to any club membership unless it be a "charter membership," and three of our most prized charter club memberships have had Sam Hubbard as a running mate through all the years. He had no home cares, and has been the leader-in-chief in these three clubs from the first, so that it seems as though he was the founder of the Twentieth Century Club, the Boston City Club and the Puddingstone Club.

No other man whom we have known has had such an opportunity to be a pal with as many men as he had. He lived at the Boston City Club, of which he was always in official leadership. He never had any professional reason for missing a meeting of any one of these clubs, and literally never missed one of their meetings. When Sam Hubbard left the head table of the Twentieth Century Club on a recent Saturday to step into an adjoining room William C. Crawford, a prominent Boston master, and one of the rarest fellows and most thoughtful of men, had the forethought to go out to see if there was any reason why Sam went out, and he alone was with him when a few minutes later, while the club was feasting, Sam Hubbard passed on in a quiet, painless way.

I have been blessed with rather unusual friendships, but none has had the same companionable charm as that of this intimate comrade of more than half-a-century.

Lindbergh Schools are arriving.

Belding's Page

THEY PLOW—BUT NO HARVEST

A TEACHER of Latin in a certain junior high school was taken ill and the class found a substitute in charge. The substitute's knowledge of Latin must have been rather thin. She took her position at the board and had the pupils tell her what to write. At one point a pupil suggested, correctly enough, "erant." The teacher said "yes," and proceeded to chalk the word "arant."

The class plowed on, in similar fashion, through the period. That evening very few of them bothered to study the lesson assigned. What was the use? They knew the teacher's Latin was worse than their own. They might as well enjoy their rest.

There is some mighty poor material supplying the places of absent teachers. The condition is not new. All of us can remember the respect in which we did not hold our substitute teachers. We can remember how narrow and bigoted and ignorant some of them were, and how they tried to conceal their lack of familiarity with the subjects in hand. It may not have been their fault that they were required to teach things beyond their ken. But it was some one's fault that they were paid good money to waste the time of the scholars and destroy the morale of the classroom, when any bright member of the class could have done a better job and would have done it at no cost whatever.

No school is fully organized until it has within reach a corps of high grade substitutes. When one of these cannot be had in an emergency, it is better to let the class draw upon its own resources for a while. Some principals report entirely satisfactory results from this procedure. Surely it is better psychology to put the class upon its mettle for a few days than to have it indulge in a spree of laziness and horseplay with a green imitation of a teacher at the desk.

STUDYING THE WHOLE CHILD

A MOVEMENT is spreading today which might be called "preventive education." Perhaps it hasn't taken to itself that title, which might be a bit misleading—as if some one wanted to ward off education. The movement here referred to is constructive, not destructive. It corresponds to the health movement known as "preventive medicine." Regardless of what name be given it, this effort as applied to education is designed to be beneficial. Its object is to reduce the number of failures and discouragements to a minimum. The method is—to watch more closely the cases of individual maladjustment and to make the needful corrections before permanent harm has been done.

The movement is not completely organized or fully co-ordinated. A phase of it is represented by the parent-teacher associations whose endeavor is to bring home and school into closer contact. Another phase of it is seen in the special classes for pupils who do not fit into the ordinary groupings. A third manifestation is the visiting teacher—or the teacher visiting.

In upwards of seventy cities of the United States persons combining the qualifications of teachers and those of social workers are employed to visit the homes, study the background and environment of each child in relation to his progress, and try to smooth away the obstacles in any manner possible.

In some school systems as many as fifteen to twenty visitors are employed. In communities where no special visitors are employed, for financial or other reasons, the regular teachers are sometimes urged to call at the homes, and a good many actually do so.

More power to this "preventive education," in whatever good way it may be accomplished.

THE DESERTING SIXTH

EVERY year sees one teacher in six dropping out of the profession. Marriage is not the only cause of this, though, of course, it is the primary factor. Thousands of young people are utilizing the profession as a stepping stone to something else. Many of these teachers render satisfactory service while they are at it. But their departure deprives the schools of that much experience and necessitates the introduction of just so many more "green" teachers.

Now I have no doubt whatever that one reason so many persons enter educational work only to leave it a few years later, is because the beginning salaries in teaching are proportionately higher than they are in other vocations. While this may draw some individuals into a work which would not otherwise have attracted them, and while some thus drawn remain to make education their life work, these cases are exceptional. Slice something from the salaries of the beginners and add it to the salaries of those farther along the line. By this means education will be given a tighter grip upon those who undertake it.

Anson W. Belding

Associate Editor.

Mythology—Why Put It Off?

By CORA MILEY
Oklahoma City, Oklahoma

IF A SHORT course in mythology should be included in the course of study of our public schools it would result in much profit for the children. Teachers are awakening to this fact. More interest is being taken in the subject than ever before. English teachers are seeing that some knowledge of mythology is imperative. The more progressive of these are introducing short courses of a few weeks in mythology as a basis of the literature used in their curricula.

Hitherto the only use of mythology in the public schools has been some supplementary reading material in the lower grades which consisted of stories of the myths given on the same basis as folk lore and fairy tales. But such work is not a study of mythology; it in no way shows that this was a real religion, influencing profoundly every phase of the lives of the Greeks and the Romans.

There are many reasons why a rational, simple, concise course in mythology, taken in genealogical order, would be beneficial in a cultural education. For, in addition to acquiring a knowledge of the subject itself, the student would acquire a greater understanding of the many other subjects with which mythology is closely related and connected.

Being the religion of the Greeks and Romans, mythology is inextricably blended with Greek and Roman civilization. This civilization was so brilliant that it touches even our modern life. Never did any people unfold in so short a time with such brilliant effect as these. A man is but imperfectly educated who does not know something of Greek civilization. It is the historic background against which our own civilization is built. If we had been shut off from it, its state and statesmanship, its legislation and laws, its philosophy, its religion, and its art, our own civilization would have been less far-reaching, less significant than it is today. The secret of the superiority of this ancient civilization lay in its unity. No doubt this state of unity came from the spirit of harmony which prevailed in the old religious federations, the amphictyonies. If their unity came from their religion, it was responsible for their civilization and cannot be separated from it. To know their civilization we must know their religion.

Greek mythology is of aid, instruction and inspiration to the student of art. Indeed, the fact that mythology has ever been the inspiration of the greatest artists of all times, that they chose their subjects for composition from mythology makes the study of mythology essential to the art student. When we find that sculptors like Michael Angelo, Cellini, Phidias, Praxiteles, Thorwaldsen, and painters like Burne-Jones, Raphael, Titian, Watteau, Corot, Rossetti, and Van Dyck have taken their subjects from this ancient religion we cannot disregard it.

Greek sculpture grew out of Greek religion. In an effort to picture their gods and goddesses, to give a visible symbol of these deities, and to express their conception of them, the sculptors produced the finest art of the ancient world.

Greek architecture also had its beginning in what we now term Greek mythology. At first the Greeks worshiped on the mountain tops, but the inclement weather necessitating some protection, rude structures were thrown up. From these came the development of the magnificent temples erected to their gods. The most wonderful and beautiful of all of these was the temple of Jupiter at Athens. It excelled all others in splendor. The Greeks were over seven hundred years in completing it. Sixteen of the great Corinthian columns are still standing after the lapse of three thousand years. A knowledge of these things cannot be irrelevant to a practical education, much less a cultural one.

A knowledge of mythology is imperative in the study of literature, for all literature, prose and poetry is interwoven with reference to these myths. Even our present-day newspapers and journals have frequent and many allusions to them. Indeed, literature cannot be studied understandingly until a knowledge of these commonplace myths, so often referred to, is acquired.

A reference book alone is by no means sufficient for the understanding of mythology. In the first place there are too many references. For instance, Shakespeare's "Midsummer Night's Dream" has forty allusions to mythology; Emerson's Essays over fifty. The student would soon tire of search and research. Then the proper colorful background cannot be acquired from a reference book. A previous acquaintance with a literary tradition heightens the appreciation of each allusive passage as it is encountered. If we know the mythological allusion we enjoy the selection so much more.

To those seeking truth mythology is a necessary link in the chain, for mythology is the actual history of thought and belief, of infantine gropings after truth. There is no truth in mythology, but there is truth through mythology. In all the beautiful and enduring myths there is the parallel imagery of great moral truths, truths that are for all ages constant, and which we find only by a slow mining for them.

Myths were created by the Greeks in an effort to explain and make clear the presence of the spiritual law, the beneficence and inexorableness of the Creator, the love of that Creator for mankind, the presence of hope divine, the sense of immortality, the consciousness of a greater power than themselves. These laws were manifest then as now, and the Greek's effort to understand them is the explanation of the Greek religion.

Thus mythology records the incipient history of religious ideals, for it was the first religion by which the moral conduct of man was regulated. Myths were the thoughts of those who tried to dispel the darkness in which they lived. They furnish a clew to the spiritual development of the race. Therefore the student of religion should by all means know mythology.

Without doubt the time to introduce the subject of mythology is in the seventh and eighth grades. Taken at this time it is a foundation for ancient history, the Latin and Greek classics, and for English literature. The mind of the child at this time is impressionable, the imagination flexible and unlimited. These golden tales of fancy, peopling the universe with gods and goddesses, nymphs and muses, delight and interest the child. They are enjoyed and remembered. Later on, after the mind is fixed on a certain purpose and all efforts are toward a definite accomplishment of some end in view, the imagination is stultified and the memory is dulled by excessive attention to somewhat uninteresting details. Mythology loses its charm and becomes a dry study taken for a credit.

In addition to all these things the creative mind and the imagination may be awakened in youth by such stories as mythological ones. The classic myths do awaken both the imaginative and the emotional faculties. This awakening is not unimportant by any manner of means. Imagination controls all the creative, the inventive powers of man; emotion controls the conduct. Through mythology new forces are set in motion; new sympathies are aroused and purified; new delights are experienced.

A New Note in Education

By FLORENCE BARNARD
Boston, Mass.

IT WOULD seem that the time has come to consider the possibilities of more comprehensive and definite economic training for the children in our schools if we are to progress in the science of personal economics, and through that lay foundations for better home conditions, more evenly prosperous business conditions, and improved social conditions. Economic considerations are basic in life, and it is the teaching forces of this and every other land which, under organization, are in a position to instill uniformly in succeeding generations basic principles, sound ideas, and high ideals concerning what is of such vital importance.

Statistics for many years have shown with what remarkable results school savings have been stressed by teachers all over this country. But saving is only one element in the acquirement and usage of money, and there is danger, especially in dealing with youthful minds, of giving disproportionate emphasis to it. A balanced perspective in matters economic is needed, and as early in life as possible.

To get such a perspective, and to reduce to simplest terms the elemental factors in money management, the diagram called "The Vital Circle" was formulated.

This may serve to suggest that work is the basis of all wealth. The money that one earns is the financial reward of work, although the reward in satisfaction and character development may be even greater.

The terms "earn" and "learn" may well be associated together all through life. The child learns in school, and so is enabled to earn in maturity. But unless he continues to learn after he has begun to earn, his earning capacity cannot grow. The combination of working and earning supplies the money reservoir.

The old custom of saving what was left out of one's income after one's needs and wants were supplied did not work out successfully, for in all too many cases there wasn't anything left. The war brought to the fore the idea that saving first was the better way. And the broader spirit of altruism growing out of the war also made impressive the need of giving, if we are to discharge our obligations to society as well as family. After providing for the future, and taking thought for others, one can find greater joy in having, and the economic cycle is complete. The child taught to regard this sequence in money management cannot go far astray, for money management and character development run parallel.

When the age of reason shall have been reached,

the child can be helped to see that to have is just as important as to save, for that creates the demand for production, and leads backward through the cycle to the basis of all prosperity—work. Business conditions will be stabilized and generally improved when the masses are helped to understand that the choice of what we have and when we have it are all-important in management.

The desire and demand for what is useful and beautiful leads to the production of things of more practical and permanent value, and then the world's wealth will be increased, and so much of the world's work will not be wasted.

The untrained mind will always begin with "have," regardless of values. It is human nature to enjoy having, and the child instinctively follows natural inclinations until he has learned better ways. Does not the prevalent custom of buying "on the installment plan" indicate that the world is full of grown-up children who have not yet learned better ways?

Applying the Vital Circle to the budget, it appears as follows:—

SAVE

GIVE

- Church
- Needy.
- Friends.
- Other good causes.

HAVE

Necessities — Existence Standard.

- Food.
- Clothing.
- Housing.
- Operating.
- Miscellaneous needs.

Betterments. — Growth Standard.

- Education.
- Recreation.

By having a simplified budget formula, and a certain standardization of terms applied to the ordinary experiences of life in which money management is involved, it may become possible to reach more scientific conclusions concerning personal economics. At least a standard of comparison is made possible. And by agreement as to the things which the terms of the formula include, comparison would also be more convenient. For instance, the term "operating" is variously interpreted by different budget experts. Would it not be simpler to consider that "operating" includes all expenses which keep the body or the household "in working order"? Such items as "health" and "car or carfare" would then fall under this heading.

Instead of using the terms "high" and "low" (commonly applied to standards of living) it makes somewhat more vivid the ideal in life—and its contrast—to use with the above formula the terms "existence standard" and "growth standard." "Life is growth," and to that end money usage may be made a most important contributing factor. From this viewpoint the accumulation of money wealth may be weighed in the balance with the rounding out of life for its higher purposes.

It is of course not to be expected that the very young child will see this, but we in our maturity can, and it is our blessed privilege to help youth to grow into a clear understanding of life values as well as money values.

A child's budget running parallel with the above formula reads as follows:—

SAVE

GIVE

- Sunday School.
- Sharing with needy.
- Sharing with friends.

HAVE

Needs.

- Lunches
- Clothing.
- School supplies.
- Car fare.
- Other needs.

Wishes.

- Reading, etc.
- Sports, entertainment.

Little by little we can demonstrate that saving means economic security and the power to give

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Chicago New York Boston

and have all through life; that giving means doing one's "bit"—an obligation in the relationship of the individual with his fellowmen as well as a means of enriching one's own life and character; and that to have the "betterments" means growth both mental and spiritual. By bringing to the child's attention early the difference between "needs" and "wishes," we may begin to cultivate a discriminating sense of values; and wishes, guided by suggestion, may lead to the appreciation of those betterments without which no life can be truly successful.

A word about the unpopularity of the budget among those adults to whom the idea has not yet been "sold."

A budget is of course a plan, and the planning mind is the more mature mind. When those who are not "planners" by nature, or who have not acquired the power to plan by training, are confronted with a budget, they are brought face to face with what is wholly unfamiliar, and they feel a powerlessness to cope with it. Unless patience and perseverance come to the rescue, the budget goes into the discard.

To overcome this difficulty, approaching the subject by the experiment method enables the individual to have the satisfaction of working out his own money management problem easily and directly by keeping the account of daily expenditures under formula headings for one month, and at the end of that time testing the results to see if there has been a well-balanced apportionment. According to the same formula one is able to discover for himself just where the weakness in management lies, and where to begin to improve. It becomes obvious at once that thought and care should be applied first and constantly to the outlay for "necessities." Some of those things which we think are necessities are not, and oftentimes we can secure the real necessities to much better advantage by giving careful thought *before* making purchases. This will result in "raising the growth standard," which is the real test of good management no matter what the size of the income.

The home economist is in a position to get at the heart of the problem of living, and has a golden opportunity to render service in improving the conditions of living. And we all, as teachers and citizens, can help in this great service by studying how to simplify our own personal economic problems.

The Cheerful Cherub has said:—

"We study a trade or profession for years
Before we can hope for success,
And yet though we want to have lives full of joy
We all study living much less."

It is not an exaggeration to say that the tragedies of life, in the majority of cases, are traceable either directly or indirectly to money difficulties, or to ignorance of how to manage. On the other hand, the way money is managed is almost always an index to character.

When we shall have found the amount and variety of food that is necessary to preserve physical health; when we shall have simplified the clothes problem to the point where suitability and artistic effect are the main objectives—neither of which entail large expense; when we shall have established a home (whether it be one room in a boarding house, a two or more room apartment, or a whole house)—a home which affords rest and cheer for self, for family, or for the welcomed guest, and which radiates an atmosphere of refinement—attributes which involve aesthetic appreciation rather than high cost; when we can keep our heads in the midst of the bewildering allurements of things, things, things, which are served up so attractively by the expert window decorator, the "high-power salesman," and the clever advertiser; when we shall have stripped life of its superfluities and can find pleasure in those things which educate and recreate because they strengthen, broaden, deepen—we shall ourselves be enjoying, and can help others better to enjoy the simple realities of life, in which alone are to be found the enduring satisfactions of life.

To Any Child

By Arthur Guiterman

Clear-eyed and grave, you look me through and through
  And know me as I am, not as I seem.
The masks I wear may cheat the world, not you,
  What I have done the coldly-wise may deem
Noble or paltry, weighing good and ill;
  Buyers and sellers! Let them mete and dole,
Appraising gauds and tokens as they will,
  But, all unconsciously, you see the soul.
Can you believe in me, in me who must
  Be humbly schooled by you before I teach?
You smile the smile of childhood's perfect trust:
  I am not all unworthy? May I reach
Again the stainless peaks of April's prime?
Put your small hand in mine and help me climb.

—Children, The Magazine for Parents.

The Crippled Child

By HENRY S. CURTIS

THE thing which was impressed on nearly everyone present at the fifth international meeting held in the interest of crippled children which took place in Cincinnati recently was that here was a tremendous social and educational problem that had been overlooked. The school survey in Michigan showed about ten thousand crippled children; the one in New York State showed thirty thousand, of whom sixteen hundred had never been to school a day in their lives and had never had any orthopedic care.

Apparently the crippled children exceed, by a wide margin, the numbers of deaf or blind, and while a school for the deaf cannot cure deafness nor a school for the blind cure blindness, the majority of crippled children can be cured.

It is absolutely unnecessary that there should be any clubfooted or bowlegged children, or in general those with deformed limbs. Even where infantile paralysis is taken in hand at once, the majority of cases can be either cured or greatly helped. The response that has come to this movement in different states has been one of the most striking illustrations of a newly aroused public conscience. Thirty states are now organized to deal with the problem of the cripple. Of these a considerable number have been financed by the Rotary Clubs. In Michigan all the clubs assessed themselves three dollars per member, and in Ohio two dollars per member. The Shriners all over the country are paying two dollars per member for the fourteen Shriner Hospitals which they maintain. In New Jersey the Elks are now raising a fund of one hundred thousand dollars for the crippled children of New Jersey.

There have been a number of large gifts. Senator Couzens of Michigan has given nearly three million dollars to the hospital school just outside of Detroit. Henry Eustice has given two million dollars for a hospital school just outside of Minneapolis, while the Betts family are now building a magnificent hospital school for the children of New Jersey at Atlantic City.

In a number of the states the law provides classes for crippled children in each city having eight or more. This would mean in every city having fifteen thousand population or above. The state of Michigan is now providing training classes for teachers of crippled children at Ypsilanti.

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Temperance in Japan

By DAVID STARR JORDAN
Stanford University, California

IN 1922 Shozo Awoki, a wealthy retired business man of Japan, now resident of Tokyo, and for many years an ardent opponent of the use of alcohol, initiated the Awoki Temperance Reform Foundation. From a report in regard to its work I select the following paragraphs:—

"The majority of the people of Japan still follow the conventional ways of living, and the drinking custom is almost just as common as it was fifty years ago. It is gradual, very gradual indeed, that Japan emerges as a dry nation.

"In Japan, the prohibition of alcoholic drinks in the fighting ranks is something unique; indeed, it is not a matter to be found in her history; the drink in the case of a soldier has been long regarded rather to accord with the spirit of soldiery. It is no wonder, therefore, that the enforcement of prohibition recently introduced by Lieutenant General Inouye, the commander of the division of the Imperial army, should have become a subject for a wide discussion and should have attracted the intense interest of some of our people. It is indeed a great task, to be undertaken only by a personage such as General Inouye, whose discretion, insight and moral courage undoubtedly place him in the foremost rank of the military profession of today. General Inouye, in fact, has been abroad a score of years as military attache to our legation in America and Europe, and had not missed opportunities to study on the subject at the first hand."

In his lecture at the temperance meeting held under the auspices of the Awoki Foundation on October last, General Inouye had spoken of some of his experiences he has had with the army prohibition. We may hear him from the exact words as he spoke. He said:—

"I have decided to introduce the prohibition in my division; first, because I believe that the military profession stands for the training of good citizens as well as good soldiers, and the drinking under any form is only detrimental to such training. I am also convinced from my practical observation that the drink is a prolific cause of many crimes offence, such as quarrels, wrangling, and petty thievery, so common in our army barracks. I felt, therefore, that it is my duty to wipe out entirely every sort of alcoholic drinks from the army. I have caused then the officers of the medical corps to prepare temperance pamphlets, posters, and other prohibition literature, and had distributed among other officers instructions that they shall be posted in each soldier's barracks, and the contents shall be taught to their men. The results were something surprising. The crimes, violations of rules, and even diseases considerably decreased. The Twelfth Infantry Regiment finally succeeded to wipe out all alcoholic drinks from the canteen, the Second Engineering Battalion following the example. One of the far-reaching effects of the prohibition in the army, however, seems to be when those who serve in the army return they come back with the temperance idea and practice, so beneficial to their fellow citizens. I believe the army prohibition is possible where the army spirit rules."

"It is to be hoped," says Awoki, "that other divisions of the Imperial Army will follow the example, participating in bringing out a first dry army in the world."

In mentioning army prohibition we may notice the "Hikken Kinshu Kwai," or the Pen and Sabre Temperance Society, which was organized in the city of Sandai, where the army prohibition took place. This society has greatly assisted with the army prohibition. The Pen and Sabre Society is so called because its membership exclusively consists of the police officials and newspapers in the city of Sandai; it is a society for law and education that stands on the principle of total abstinence. It has now many branches in the locality of the Prefecture of Miyage, of which Sendai is the capital. It is sincerely hoped that the Hikken Kinshu Kwai will be organized in every city of the Empire."

Mr. Awoki says further: "The temperance forces of Japan still concentrate their continuous efforts upon the carrying through the bill for the 'Twenty-five-year Law.' This is still considered as an inevitable step towards the entire prohibition of Japan. The recent plan by the National Temperance League of Japan to hold its annual convention during the session of the Diet has been made also with this in view. We believe, from the legislative point of view, the next step to be taken in promotion of prohibition cause of Japan would be to revise the existing juvenile law by extending the age of those to whom it applies, from twenty to twenty-five. Two things at least that can be said in favor of the 'Twenty-five-year Law' are:—

"1. Physiologically, it is a fact that the human system is in the possibility of growth until he or she is twenty-five years old.

"2. The 'Twenty-five-year law' when enacted may include in its application practically all students, all enlisted soldiers, and members of the young men's associations.

"The current session of the Diet being dis-

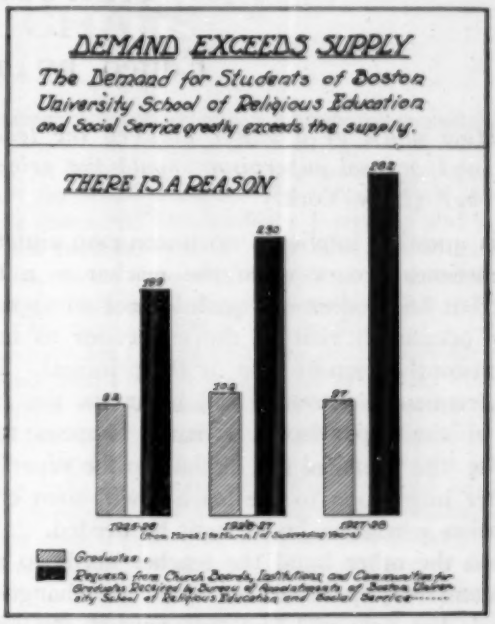
solved, the general election that follows will be for the first time in the history of Japan upon the principle and provisions of the universal suffrage, which means that any male citizen who is twenty-five years old can participate in the election. In Japan, as perhaps elsewhere, the corruption of the electorate was something intolerable, the electors being the privileged class of the people seeking after self-interest. The universal suffrage now seems to offer the great opportunities for the innovation of this evil. It is to be noted with much satisfaction to the interest of our cause that there are quite a few who will stand on the independent ticket, upon the principle of prohibition. Eifu Moriya, the director of the Social Bureau of Home Department, and one of our colleagues, it is announced, will be one."

An interesting feature is the formation of a labor temperance society which took place in Tokyo under the name of "Dainippon Kinshu Kwai" (Greater Japan Temperance Society) with ex-Major Ishikawa as president and Mitoru Toyama, a noted statesman and determined scholar, as counselor. The formation of the society is important in many respects; it is significant showing the awakened interest among labor people to the alcohol problem in view of the fact that in Japan it is generally admitted that the class in her social scale who will approve prohibition will be the class of labors. It is also claimed that the drink of a soldier is rather a necessary evil.

It is admitted in circles of temperance workers of Japan that the scientific temperance education is most essential in the ultimate solution of alcohol. Even the passage of the bill for the "Twenty-five-year Law" depends so much upon the popular temperance education. Convinced of all this important fact, Mr. Awoki has recently organized a "Lecture and Film Campaign." Two kinds of film are prepared, one scientific and the other dramatic.

There was held at the Tokyo Y. M. C. A. recently under the auspices of the Awoki Foundation a social meeting to promote the intimate relations between the Department of Education and the Japan Intercollegiate Prohibition League. Mr. Awoki presided. "The indications are that there shall be realized a much expected co-operation on the part of the Department of Education with the Temperance cause. The Japan Intercollegiate Prohibition League, organized in 1922, now has over fifty affiliated temperance societies in the universities and colleges throughout the Empire, and is one of the lively institutions in Japan."

Michael Angelo's "Moses" is a finer product than Michael Angelo, but Michael Angelo made it.—Arthur Brisbane.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School Problems

Edited by a School Executive

116. How much of a buffer between the teacher and general supervisor should the principal be? (New York.)

This question implies a no uncommon situation. It sometimes occurs when the teacher is a little weak, but has redeeming qualities not so apparent in the occasional visit of the supervisor as under the constantly friendly visit of the principal. Timidity frequently prevents full bloom in the presence of the supervisor. If such happens to be the case the principal can explain to the supervisor and her inspiration to the teacher will soon create a relation where no buffer will be needed.

If on the other hand the teacher needs to raise her standards, increase her work or change her methods her principal had better watch the extent to which she uses him as a buffer. Injured feelings are to be regretted, but once in a great while they are necessary and they heal. True they leave a scar, but a scar is much to be preferred to a continued malady. A woman old enough to teach school doesn't need any buffer. She can stand up to anything that may come her way from a supervisor. If not, I very much doubt her being fitted for teaching.

117. How can the school create a generation of citizens if the American home life is passing or passed, and if, according to the behaviorists, foundation for mental growth is laid in the first four years? (Conn.)

In answering this question I think I had better attack the "ifs" first. Now, as to the American home passing, I very much doubt that. True, some of the evidence points that way, but some of it points the other way, and all the facts are not in. It is too soon to come to that conclusion. For example, every time I attend a parents' meeting or a mothers' club I am impressed with the earnest anxiety of these people to get better ideas on bringing up their children. Then, as to the foundation of all mental growth being laid in the first four years—while I believe there is a great deal in that, I am not sure how much of that we can control and how much the child controls, and we are not agreeing just now on the relative value of controls either, so I am not committed entirely to either of those "ifs." But it is plain that the school, to succeed later in the child's life, cannot take a chance on his going wrong the first five years. It must go back to the very beginning of the child's life. How? Well, first we are raising parents in the schools now, and we should never forget that. We must raise these parents of the next generation on the basic principles which these very needs and lacks in home life today point out. The details of this make a long story, but you can think it out if you give it a little time. School departments are co-operating and promoting baby clinics, nursery schools, pre-school classes, mother and father classes, and other mediums according to local needs in early child training.

118. How can we make correct forms in English function in free expression? (Wisconsin.)

Good English is a habit. Poor English is a habit. The child comes to school with a bad habit in English or he soon picks one up on the way. Attack the error in a positive way, which means substitution of the correct form. Fix the good habit through constant use. Good English is automatic. Drill by use for automatic response. Guard against inhibition. Not only make sure your children have opportunity for plenty of free expression, but see that it is constantly promoted. Take one form at a time. Start in the kindergarten and carry the work through the twelve grades. Be sure all your teachers know that training in good English is the business of every teacher in every subject, whether she is the nurse-girl in the pre-school class or the chemistry teacher in the senior high school. The training must be two-fold, particular and definite on the part of the teachers in charge of the English, and constant and watchful on the part of all the teachers.

119. What can we do with the great mass of the teachers who have quiet first in the schoolroom? (Kansas.)

With this question I see the remnant of the old lockstep, suppression and oppression atmosphere. Where it exists the spirit of the new education is missing. The teacher hasn't caught it. Therefore, that is the problem: How to get the spirit of new education based on individual difference and growth across to her. She must get the vision first.

She may pass with credit in modern psychology Saturday, and Monday say: "Children, take out your geographies and study on page twenty-three." It doesn't function, that is all; and the chances are she doesn't know how to make it function. The only solution I see is first-class supervision, constant, definite, inspiring supervision. Under trained, enthusiastic guidance the slogan, "Quiet at any cost," passes.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

His Father's Harness
Part I

A strong young man was making ready to plow his first field. "My son," said his father, "here is your grandfather's harness. It has not been used since he passed away. Behold the strength of the traces. See how they are turned and double sewn. Here, also, is his plow, worthy of your young strength. Behold the pointed share. With his own hands my father forged it long ago. Hitch, therefore, your oxen to this plow with this harness and all will be well with you." The young man thanked his father, and was glad. In the early morning hours of the next day he went to his field to begin his life's work. It was spring, of course, and the silver light of the warm sun lifted all things up with hope. Birds sang in the tall elms on the edge of the field and the young man sang also out of the fullness of his hopes. Then the young man pointed the tooth of the plow into the earth, the oxen strained, the harness tightened and the black soil began to roll away over the share, in a black, even billow of loam. All went well until the second turn, then of a sudden the point of the plow struck hard against a rock. The oxen lunged forward so violently that the strong leather trace was snapped in two. "Alas," said the youth, "the plowing is done for the day, for who can plow with a broken trace? How swiftly is the keenness of the tool and the willingness of the animals, and my own wish set at naught by the breaking down of the harness that holds all together!" Leaving the oxen in the field the young man hurried to his home for another trace. His father met him at the gate. "My grandfather's trace has broken," said the youth. "Perhaps the years have weakened it," said the father.. "Go into the barn and take down my harness that is scarce ten years old." The youth took his father's harness, and when all was properly fastened to the oxen, began to plow once more. Scarce, however, had the furrow's length been run, when against another stone the trace of this harness also snapped in two.

His Father's Harness
Part II

"It is evident now," said the young man, "that I have a hard field to plow. My grandfather's harness is too old and my father's harness far too light. I shall go back to my home and make out of new, strong leather a harness for myself which will meet the needs of this field." So the young man went home and labored at his new harness and his father came to him, saying: "Here, try this other harness which I made not two years ago. It has served me well," but the youth shook his head and said: "I shall harness my oxen to my plow with my own harness made by my own hands out of the strong hides of newly killed bulls. My field is a new field and the hidden rocks are many and of exceeding hardness." When the new harness was done the youth went into the field once more, and the oxen strained and the plow rolled away its billows of black soil. Furrow after furrow flowed aside behind the youth and then, of a sudden, the plow struck heavily on another rock. This time the harness held, but the point of the old plow, weakened by the passing years, broke under the blow. "Now," said the youth, as he gazed down at the broken share, "I see that I cannot plow successfully with my grandfather's plow. I shall go home and build up the fire and the forge and weld me a point out of new iron, and harden it in oil and sharpen it on the sparkling stone and so prepare against another day like this." So the youth went home and when his father saw him laboring at the forge he said: "Son, here is a share that I made myself not many years ago. It is strong and true. Take it and fit it to your plow." The young man shook his head. "My field is full of rocks," said he, "I must forge a share to withstand them. I must shape it and temper it with my own hands." When the new share was done the youth set it in place on the plow and once again rolled the billows of soil backward as he walked behind the oxen straining as before. And once again a rock lay in the plow's path. With a crash the share drove into it, the harness held and the rock was crushed and cast aside. The youth smiled. "Now I know that I shall succeed," said he, "for in my harness is my fitness to my task, and in my well-tempered share, my unconquerable will."

Elegy Written in a Country Churchyard
(Gray.)

In a letter which Thomas Gray wrote to his friend West he penned a word picture of himself which is so full of human quality that I cannot do better than quote it for you. "As I am recommending myself to your love, methinks I ought to send you my picture. You must add a reasonable quantity of dullness, a great deal of silence, and something that rather resembles, than is, thinking; a confused notion of many strange and fine things that have swam before my eyes for some time, a want of love for general society, indeed an inability to it. On the good side you may add a sensibility for what others feel, and indulgence for their faults and weaknesses, a love of truth and detestation of everything else. Then you are to deduct a little impertinence, a little laughter, a great deal of pride and some spirits." Thomas Gray did not write many poems, and yet his words are more constantly repeated today than those of any other of the artists of his time. This fact is due to the beautiful and happy way in which, like a skilled jeweler, he enshrines his gleaming thought in setting of exquisitely modeled words. Of his poems can be truly quoted the immortal words of the poet Tennyson:—

"Jewels five words long
That on the stretched forefinger of all time
Sparkle forever."

There is a sweet spiritual note sounded in the "Elegy Written in a Country Churchyard." The quiet sadness of the spot broods over every line. The soul of the poet sees deeper than the bodies that are returning to the dust, noting the quiet victories of the soul, unheralded by the passing world and uncarved upon the dark headstones that mark the finish of the course.

"Perhaps in this neglected spot is laid
Some heart once pregnant with celestial fire;
Hands that the rod of empire might have swayed,
Or waked to ecstasy the living lyre.

"But Knowledge to their eyes her ample page
Rich with the spoils of time did ne'er unroll;
Chill Penury repressed their noble rage,
And froze the genial current of the soul.

"Full many a gem, of purest ray serene,
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,

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And waste its sweetness on the
desert air."

How true all this is of life, and yet, is any flower born to blush unseen or waste its fragrance on the desert air? All things have place within the scrutiny of God; is it not enough for a flower to blossom into beauty for His eye alone? Is it not enough for you or me to be some village Hampden, in our little sphere, giving a mighty and a valiant service of the soul in things deemed little by the world, but of infinite merit in the eyes of Him who judges finally and best?

The glory of the world is as its dust, windswept and scattered with the passing years. On humble hearts the wreath of victory is more often found. Therefore

"Let not Ambition mock their useful
toil,
Their homely joys, and destiny
obscure;
Nor Grandeur hear, with a disdainful
smile,
The short and simple annals of the
poor."

Sacrifice

From remote times the spirit of man has felt impelled to do honor to the Supreme Power through sacrifices. In the depths of India a huge machine rumbled over the earth and men and women and children hurled themselves before it and were crushed to death. In the cool twilight of the English forests the Druids lighted their fires upon great stones and sacrificed the most beautiful of their boys and girls. In Asia, upon many an altar stone, lambs and young bullocks poured out their blood in sacrifice to the Great Spirit. Wherever men have come together to meditate upon God and do Him honor there has grown up some form of sacrifice. But in all places this sacrifice has been some physical thing which man has held dear. Because of his very love for it or because of its worth to him he has felt that its sacrifice would endear him to the Supreme Spirit.

But the world has gone forward and as the mind of man has gained a clearer insight into the nature of God the blood of the old sacrifices has ceased to flow and the fires upon the old altars have dwindled and gone out. However the idea that God delights in sacrifice has not lost its power. Founded upon an instinct implanted deeply in human nature it has but changed its form of expression as the ages change. Men have come to know that it is not the blood of the victim nor the fire upon the altar, nor the chanting of the priests that delights the Great Spirit, but the earnest homage of the individual soul lifting itself up in prayer and pouring itself back in purity and love into the fountain out of which it comes. Today the altar stone is the heart of every man and the sacrifice his own voluntary act. Today the man who denies himself that others may be spared some physical or mental anguish offers a sacrifice upon the altar of human kindness.

The person who conquers himself that others may be happier through his deed offers a sacrifice upon the altar of human self-denial.

The person who deals justly when he might enrich himself through evil doing offers a sacrifice upon the altar of all honest dealings.

The person who does some gentle deed at the expense of his own time and labor offers a sacrifice upon the altar of human courtesy.

The person who refrains from anger and bitter speech in some tense hour offers a sacrifice upon the altar of self-control.

The person who freely gives of all he owns that the public welfare may be preserved offers a sacrifice upon the altar of human liberty.

The person who pours out his energy in defence of his own country offers a sacrifice upon the altar of human loyalty.

And so it goes, the form of sacrifice has retreated from the world without to the very depths of the human soul.

The new sacrifice needs no blood of goats or doves to give it power to please the Almighty Father, for it rises out of love of some sort or other. The high priest is he who makes his life an altar upon which he sacrifices every day some primitive impulse, some cherished physical joy, some selfish ambition that the race of men may live happier, sunnier lives.

What a dignity this viewpoint gives to even the most sordid life! What a magnificent spectacle the weakest of us holds up to heaven when clad in the glorious robes of our spiritual priesthood we mount the altar of the Most High and offer up, not the produce of the field, nor the blood of goats, but something of ourselves, some tribute drawn from our own souls, in the form of deeds of love done to our fellowmen.

The Hidden Song

A catbird sat in a thicket beside the road and sang. Out of his dark slate-colored throat poured first the eager morning song of a robin, then the plaintive notes of the meadow lark and then the lively melody of the little wren. I paused and searched for the singer, hoping to see the upward tilt of his little head and the throb of his throat as he poured his music into the morning air. Modest little artist, he had hidden his beautiful self away in the tangle of green, revealing to me and to the world only the music of his soul. Thus do the worthy ones, the happy ones, the singers of sweet songs, the doers of good deeds, the thinkers of noble thoughts, hide away in the world of things lest their very presence disturb the pouring forth of the messages they bring. Modesty goes hand in hand with real purposes in life. Forgetfulness of self removes the dam that restrains the creative energy that floods within the soul. Behold how nature leads us on, setting in her calm and forceful way the standards for our spiritual growth. The stars shine by night, rendering a service to the universe which fixes no limits in its use; the rain falls, watering the fields of good and bad alike; the lovely rose blossoms as joyously in the garden of the miser as before the poor man's door. The bird asks no questions of the listening ear and the sunset heeds not the character of onlooking eyes. Service is life unfolding its joyous presence for a common good, and he is the greatest servant and the best whose toil is not limited by boundaries of creed or race or circumstance or pomp or power. Unseen the singer in the tangled green beside the road, unknown the influence on the listening ears, but in the great plans of the Architect of life, a worthy service and an appreciated place.

A Gentleman

By Margaret Sangster.

I knew him for a gentleman
By signs that never fail;
His coat was rather rough and worn,
His cheeks were thin and pale—
A lad who had his way to make,
With him little time for play—
I knew him for a gentleman
By certain signs today.

He met my mother on the street:
Off came his little cap.
My door was shut; he waited there
Until I heard his rap.
He took the bundle from my hand,
And when I dropped my pen
He sprang to pick it up for me,
This gentleman of ten.

He does not push and crowd along;
His voice is gently pitched;
He does not fling his books about
As if he were bewitched.
He stands aside to let you pass;
He always shuts the door;
He runs on errands willingly
To forge and mill and store.

He thinks of you before himself;
He serves you if he can;
For in whatever company,
The manners make the man.
At ten and forty 'tis the same;
The manner tells the tale;
And I discern the gentleman
By signs that never fail.

EDUCATION IN ACTION

Boston University Enrollment

With an enrolled student body of 13,306, Boston University is now the largest educational institution in New England. Registration figures for the current year, just compiled, show that Boston University has had a net gain of 1,134 scholars over last year's total. The figure given, 13,306, is exclusive of duplications and extra-mural courses, such as those conducted under the joint supervision of Boston University and Harvard departments. It is the highest registration in the history of the university.

Columbia Raises Pay for Teachers

President Nicholas Murray Butler has announced sweeping advances in salaries of teachers and administrative officers of Columbia University. The new schedule is authorized by the Board of Trustees, and will go into effect July 1. Hereafter the full professor in Columbia University will receive a normal minimum salary of $7,500, instead of $6,000 as heretofore, and there will be three groups—one at $9,000, one at $10,000, and one at $12,000—to which individual professors of exceptional service or distinction from time to time may be advanced or appointed. The associate professor will receive a normal minimum salary of $5,000, instead of $4,500 as heretofore, and there will be a group at $6,000. The assistant professor will receive a normal minimum salary of $3,600, instead of $3,000, and the normal minimum salary of the instructor will be raised from $2,000 to $2,400.

Children Saving In Princeton Schools

Princeton, N. J., school children, numbering 1,100, have saved $5,712.23 during the school year up to the end of March, or more than $5 per capita. If the present rate of savings is maintained, approximately $8,000 will have been saved this school year by the children, who deposit their pennies and dimes each week. The children represent all classes, from comparatively poor families to those moderately well off. There is no coercion. The benefits of saving are pointed out by the teachers and the children have done the rest.

Would Correct Misconception

National magazines are barred from reprinting at random from humorous publications of western colleges and contracts for reprint rights will not be renewed. The collegiate crusade against the popular notion of college men and co-eds as dissipating youths started at the University of Washington in the annual convention of the Western Association of College Comics, which includes editors and business managers of all such publications west of the Rocky Mountains. Some delegates were vehemently opposed to numerous college films, which emphasized the sporty side of school life, taken on college campuses and represented as true to real life.

Aviation in San Diego Schools

San Diego, Cal., high school students propose to obtain first-hand knowledge of the airplane, its parts, construction and uses. A senior high school course in aviation has become a reality, with acquisition of a $35,000 Martin observation plane, for use in class study. The plane was donated by the United States Government, which has placed several of these models in schools throughout the nation, following their replacement by planes of more modern type. While actual flying is prohibited by the State of California, aviation students are taught a practical knowledge of aeronautics with the observation plane serving as laboratory equipment.

Bootlegging Best Known

Sixth-grade school children apparently know more about bootlegging than any other social problem of today, if a recent survey made by Professor W. H. Burton, of the department of education, University of Chicago, is a good index. Of the 9,000 school children taking the test of knowledge, one thousand came from the finest homes, 1,750 from the middle classes, 500 negroes, 500 Russian Jews, 500 Italians and 500 Polish children. "We chose the sixth grade," Professor Burton said, "because it is from that grade that they either go out into the world to work, or into a new environment, the junior high school. The six things they all knew the most about, in their order of knowledge, were: Bootlegging, divorce, alimony, sheriff, juvenile court, jail and jury. Now you may say that of course they would, in Chicago, but the same examination was given to the children of Salem, Oregon, schools, capital of the state of Oregon, where sixty-three per cent. of the people own their own homes. The result was exactly the same. We found that the Russian Jewish children in the poor districts of Chicago knew all about a savings bank, but had never heard of a charge account or the installment plan. But the children from the middle class homes knew nothing about a savings bank, but were well informed on charge accounts and the installment plan. We found that while ninety-eight per cent. knew all about bootlegging, forty per cent. had never heard of prohibition."

Underweight Children Are Mentally Abnormal

Research work by the department of mental diseases of the state of Massachusetts has revealed the fact that retarded school children who are under average in height and weight are of lower intelligence than those above average in these respects, this being shown in a report made to the New England Society of Psychiatry by Dr. Neil A. Dayton, of the department in question. The report is the result of his study of 3,553 retarded children in public schools in Massachusetts. The average intelligence of children over average in height was seven points above the average of children under average in height. Children over weight had an average intelligence six points higher than those under weight, the intelligence in all examinations being measured by the Stanford revision of the Simon-Binet test. It was found that when children were both under weight and under height the differences in intelligence were even more marked.

Presque Isle Has New School

Presque Isle, Maine, has dedicated its new training school. The handsome structure stands on the site of the wooden building that was burned a year ago. The new building is of modern construction and is said to be one of the very few absolutely fireproof school buildings in the state. Formal presentation of the school was made by N. P. Cook, chairman of the building committee. Dr. Augustus O. Thomas, state commissioner of education, delivered the dedicatory address. Some of the departments provided for in the building are kindergarten, manual training and domestic science. On the ground floor is an assembly hall or gymnasium with a seating capacity of more than 400 people.

Student Marriage Moot Subject

The question of whether college students should marry finds two of Tennessee's leading educators in disagreement. Dr. C. E. Diehl, president of Southwestern College, declares marriage is detrimental to school work, while Dr. J. W. Brister, head of West Tennessee State Teachers' College, says he has never known a matrimonial venture in his institution to result unhappily. "Single heartedness is needed to succeed in college," Dr. Diehl says, "and I don't believe young people in school should marry." "We frequently have pupils who marry here," Dr. Brister comments. "I have never known a single marriage to turn out unhappily. I think this is largely because they are interested in the same things, and mental congeniality is a vital factor in making a successful marriage."

Woman at Fifty Leads 7,000 in Scholarship

Returning to school at fifty, Mrs. Anna A. Lesh, of Seattle, Wash., led the entire enrollment of 7,000 students at the state university in scholarship during the academic quarter just finished. Mrs. Lesh, widow of a former state senator, created what is believed to be a record by drawing down twenty hours of "A," a feat regarded by school authorities as nothing short of phenomenal. She was regularly enrolled in six hours of advanced English, five hours of Latin civilization and five hours of medieval history. Ten additional hours of "A" were received by taking special examinations in music.

World University Includes America

President Coolidge has been informed that plans are progressing satisfactorily to have the United States represented in the "world university" to be established in Paris. The plan for this educational project, said to be the greatest in the history of the world, was explained by Senator Andre Honnorat, of France, who was introduced to President Coolidge by Ambassador Claudel. Seventy acres have been set aside for the university city. More than a score of nations will erect dormitories to house their students. A group of Americans, headed by Dr. Homer Gage, of Worcester, Mass., George W. Wickersham, Charles Evans Hughes, and President A. Lawrence Lowell, of Harvard, have undertaken to assure an American building. The cornerstone will be laid this summer, it is hoped. Senator Honnorat said that twenty-eight per cent of the 18,893 students enrolled at the University of Paris, this year, are foreign. Of these, 338 are American. The proposed American building will house 260.

Pres. Lowell to Assist Boston School Study

President A. Lawrence Lowell of Harvard University will serve as Mayor Nichols' representative on the committee of seven which will soon begin a survey of Boston's school system. The survey, which was voted upon favorably by the Boston School Committee recently, will be to devise plans that will reduce costs, rationalize and simplify the curriculum by eliminating non-essential studies, and generally improve the educational system's working order. President Lowell, it will be remembered, made a severe criticism of the high costs and results in practice of the American educational system, in an address before the Department of Superintendence delegates of the N.E.A. Three persons now employed in the school system, agents of the Chamber of Commerce and the Real Estate Exchange, will serve with President Lowell on the board. Michael H. Sullivan, ex-chairman of the school committee and formerly chairman of the Finance Commission, is to be chairman.

North Easton Pupils Granted Scholarships

Two scholarships for pupils at the Oliver Ames high school, North Easton, Mass., have been founded by members of the Ames family, according to an announcement by Gilman H. Campbell, principal. Winthrop Ames, theatrical producer, with Hobart Ames and Mrs. Katherine Ames Spaulding, established the "Catherine Hobart Ames scholarship" for a graduate of the school. The principal is $6,000 and the current income is to be used to defray the tuition expenses of a graduating pupil of Oliver Ames high school in a college of his or her choice. Mrs. Mary Ames Frothingham, wife of Representative Louis A. Frothingham, has given a second scholarship of the same amount to be known as the "Mary Ames Frothingham scholarship" to be used in the same manner as the first.

City Child's Education Most Important Problem

The city child presents the most important problem confronting American education today, in the opinion of W. S. Deffenbaugh, of the Federal Bureau of Education. "The cities of the country," says Mr. Deffenbaugh, "have become the centres of political, industrial and commercial power. They are also the centres of wealth, education and culture; and on the other hand they are centres of poverty, ignorance and crime. They present the great problem in America as in any other country, since the civilization of a country is determined largely by the character of its cities. Since the city of today is the problem of society, the kind of education given city children is vitally important, not only for the present generation, but for the whole future of the country. How to educate the city child is the greatest problem facing the educational world. The problem of educating the city child is so great that the educator needs to think of more than the teaching of reading, writing and arithmetic, which is very well done in most schools. He must be a statesman looking far ahead. He must know the aims and ideals of his city, or rather he must help form its aims and ideals through the children in the schools."

Old Dobbin Still Active

Old Dobbin is still doing his stunt for school children in eleven isolated districts in Washington. There are six districts where children ride to school on horseback. Five districts employ horses at the expense of the school funds to gather up and transport to their lessons pupils of all ages. These districts are located where motorized equipment is barred, because of lack of roads or in mountainous sections.

Public Is Found Eager to Learn

By instruction over the radio, correspondence school work, and actual classes a "student body" of 37,000, the majority of them adults, is being served by the Division of University Extension in Massachusetts, reports James A. Moyer, director of that branch of the Department of Education. The figure sets a record. A single course will sometimes see nearly 1,000 students registered. Nor has the University Extension curriculum stood still with this increase of students. Courses in poetry and verse writing, in aeronautics, even in heating and ventilating and household refrigeration, have been added during the last year. "The small fees for instruction," Mr. Moyer said, "bore the major part of the financial burden of all these courses in which nearly 40,000 enrollments were taken. That the Division Extension is gradually approaching the point of complete self-support is evidenced by the fact that the net cost to taxpayers of the state for 1926 was $57,041; while for 1927 it was only $35,246."

Practical Instruction For "Problem Boys"

A study of the oil industry, involving construction of a miniature plant, was successfully used in arousing the interest of twenty-five "problem boys"

in the elementary school of Martinez, Calif., whose relatives or friends are connected with the industry. The project motivated their reading, writing, spelling, and arithmetic. They studied the geography of the oil section, refineries, and pipe lines; made drawings of the formation of oil-bearing strata and of the progress of the oil from the earth to the refinery; studied the history of the use of oil; and wrote compositions.

Richard Nutter Heads New School

The Malden, Mass., school committee has announced that the new Western Junior High School, which is expected to be completed by September 1, will be opened under the principalship of Richard W. Nutter, who is now principal of the Centre Junior High School. Mr. Nutter is a graduate of Bates and has taught in Malden for thirty years.

To Segregate French Class

Advanced students of French at the New Jersey College for Women will have a special dormitory cottage next year in which they will hear nothing but French spoken, according to plans announced. The cottage, to be known as the French House, will be selected from those on Douglass Campus. The students probably will be selected on a basis of scholarship. The cottage will accommodate twenty-nine students and two members of the Faculty.

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TREND OF THE TIMES

ANDRE MAUROIS, French biographer, who recently was in the United States, found the perfection of material life, equality among all classes and the generosity of the wealthy to be the outstanding advantages of modern American civilization. European life, however, offers other advantages which America lacks, M. Maurois said. He included in the latter a better use of leisure time, a more agreeable family life and a more deeply rooted culture.

AMERICAN LEGION is backing the Universal Draft Law which would eliminate private profit in the event of another war. The government would be made absolute master in the event of hostilities, with authority to end war profits and make military service compulsory on all, without distinction of rank or class. The universal draft plan is a "peace plan," according to its sponsors, and a "preparedness measure." It would work for peace by removing the war profits incentive and would mean preparedness since every citizen would be enlisted and all industries thrown alike into arms.

CHURCHES in the United States gained 573,000 communicants during 1927, according to a census made by the Christian Herald. The total enrollment of twenty-seven largest bodies was 48,594,163. The increase over the 1926 gain was almost 100,000. The Roman Catholics gained 174,889; the Methodists, divided into sixteen bodies, were second with a gain of 150,910 and twenty bodies of the Lutherans gained 67,879. The census disclosed that consolidation of churches has decreased the number of ministers. There were 217,204 at the start of 1928, almost 1,500 less than a year previous. The number of churches in the country was set at 235,991 or 1,470 less than in 1926.

COMPANY UNIONS, or employe representation systems, have been outstripping labor unions because of the lack of alertness of labor unions and because of their failure to meet the needs of highly specialized workers in industries employing great numbers of men, according to Dr. William M. Leiserson, professor of economics at Antioch College, Ohio. Even if intended originally to be a meek instrument to execute the purposes of the management, company unions often turned out, he said, to be quite as powerful, aggressive and unmanageable as any other kind of labor union.

AERIAL RECORD for endurance recently recaptured by the United States cost approximately $500,000, according to figures by aircraft authorities. At least six attempts to set new endurance records were made in the United States between the time the German record was established and then lowered again in the recent Jacksonville flight of nearly fifty-four hours. It was estimated that the outlay for airplanes alone for these flights is in excess of $150,000, with fuel, oil and incidental expenses, making the total well over $350,000.

"FLAPPER VOTE" in England is assured. Women will be able to vote at twenty-one instead of having to wait until they are thirty. The winning over of Premier Baldwin by "flapper" workers to their cause was largely responsible for the success of the measure in Parliament. Those opposing the bill pointed out that there would be 14,500,000 women voters to 12,500,000 men, and that in seventy per cent. of the constituencies there would be a definite female majority.

UNITED STATES stands alone among her war-time allies in recognizing ownership of private property by German nationals. This is proved by Congress's authorization of final settlement of claims growing out of the late war. Before the World War practically every large nation was on record against confiscation. But Great Britain, France and Italy have since repudiated this. They liquidated seized enemy property and applied the proceeds toward debts owed them. The Versailles treaty gave us the same privilege, but we refused to take advantage of it.

SANDLOT BASEBALL has been given a stimulant in the shape of a $50,000 fund donated by the American and National Leagues. Lack of interest in baseball by youngsters is believed to be responsible for the growing scarcity of good baseball players, and the major leagues seem determined to protect their source of supply. The fund of $50,000 was placed at the disposal of the American Legion, which will take charge of conducting a national junior baseball tournament to culminate in a junior world's series. The 10,000 Legion posts are endeavoring to organize local leagues of at least four teams and preferably eight, so that an enrollment of nearly 200,000 is not impossible.

The BOOK TABLE

PRINCIPLES OF EDUCATIONAL SOCIOLOGY. By Walter Robinson Smith, University of Kansas. Cloth. 791 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Sociology is as vital in education as is psychology, and we can know vastly more about it that is reliable than we know about psychology. The spark plug and Portland cement have done more for the education of the last generation than all of the psychology that has been written. The gasoline motor and concrete boulevards have done more to educate the American people in the last twelve years than all the books on psychology have done in fifty years.

From 1606 and 1620, from Jamestown and Plymouth every one was educated to think East and West, but since the gasoline motor has given us the automobile and the airplane we think North and South more intensely than we think East and West. Half-a-million people cross Mason and Dixon line where a few thousand crossed it twenty years ago, and as many go South as come North.

Concrete boulevards have multiplied the clientele of every city by geometric instead of arithmetic proportions. Pittsburgh's outer boundary reaches into Western New York, Ohio, West Virginia and Maryland and her social and industrial problems are vastly more than they were at the dawning of the twentieth century.

"Principles of Educational Sociology" is skilfully adapted for school use, and will educate the family to which a student carries it. It is free from all propaganda, is sane on all questionable problems. It is of inestimable value to this generation as well as to the next generation for which the schools are preparing citizens of all varieties of racial and traditional inheritance.

ADVENTURES IN CITIZENSHIP, LITERATURE AND CHARACTER. By Grace Hall Stewart and C. C. Hanna, both of Lakewood, suburb of Cleveland. Cloth. 400 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The schools need nothing as much as they need a thrill that abides with one from childhood through the years of civic, industrial and commercial life, and we have seen no recent book that has so many noble thrills each of which makes for personal joy and community service. It is wholesome in every paragraph, and is full of inspiration.

Most of the selections are by present-day people who have not won a place in the makers of literature, but have an appeal to the youth of today. Angelo Patri has the lead with five selections. Michael Pupin, Judge Florence E. Allen, Charles M. Schwab, W. Carson Ryan, Jr., Mary McSkimmon, Newton D. Baker, Herbert Hoover, Joy Elmer Morgan, are examples of the sixty writers on Adventures in Meeting Heroes of America, "In Meeting World Heroes" like Pasteur, Madam Curie, Jacob A. Riis, Michael Pupin, Marconi, Steinmetz, "In Becoming Acquainted With the Heroes of Our Community," and "Adventures in the Making of a Citizen."

THE COURTESY BOOK. By Nancy Dunlea. Drawings by Dorothy Saunders. Cloth. Chicago: Beckley-Cardy Company.

We cannot do better than quote from the "Foreword," which is from the Los Angeles Evening Herald:—

"Good manners should be taught to very young children, and the inculcation of the principles and practices of polite society should be continued throughout the whole period of adolescence; indeed it should not stop with the adult, but become a habit to follow one throughout life.

"Good manners ought to be taught at home, and are the more easily inculcated by force of example. But when parents are ignorant of, or indifferent to, the courtesies of domestic life—deference to one's elders, chivalrous attention of the masculine to the feminine, the helping hand to the smaller and weaker ones, repression of one's own selfishness and tender of kindly offices at table and in the daily goings and comings—when these courtesies are quite disregarded by the elders, it cannot be expected that children will show the gentlemanly and ladylike traits of good breeding.

"So that, if normal courtesies and conventions of etiquette are not taught at home, it becomes doubly necessary that the school strive to make amends. Else it will happen that in the crucible of the schoolroom and playground the mixture of good manners and bad will result in lowering the average rather than raising it.

"Children somehow learn evil from each other more readily than good. But that is because no child is ideal to another child. Juvenile ideals are the grown-ups. The father and mother first have most influence over the growing child, the school teachers next, and thereafter other older persons of distinction and accomplishments.

"Politeness is not natural to children, because every child is a little savage and a bigger barbarian before it can be civilized. In a land of independence and of struggle to attain the high prizes, the amenities of self-denial in little things are an efflorescence of later life. Good manners should be the accompaniment of learning. They deserve to be incorporated as a course of study from kindergarten to university."

"The Courtesy Book" is a remarkable book for children and for their elders as well. It treats of courtesy in conversation, in the family, at the table, in an audience, in a street car, in dress, and in many other ways.

WORK AND PLAY WITH WORDS The Smedley and Olsen Series. Designed by Norman H. Hall. Pictures by Matilda Breuer. Chicago: Hall and McCreary Company.

The Smedley and Olsen Series of books and material for primary children is simply wonderful in its conception of ways in which to have little people think and do things about which they think. This "Work and Play With Words" material by Norman H. Hall and Matilda Breuer is the most elaborate and brilliant material of the kind that we have seen, but it is impossible to give the faintest idea of the way in which the children are made to think and to do the things they think about. In the first place the page is 10 by 13 inches, and many of the pictures are of twenty square inches, and even the small pictures for children to color are from four to twelve square inches.

"Work and Play With Words" deals with the first steps *to* reading and not the first steps *in* reading, and the philosophy of the whole activity of thought and action is as scientifically artistic as though it were lessons for high school students.

EVERYMAN'S LIBRARY. Edited by Ernest Rhys. 806 volumes. The Last Twenty Volumes. Cloth. New York: E. P. Dutton and Company.

"Everyman's Library" is one of the great library creations for homes and schools. The last twenty volumes include "Life and Letters of John Keats," by Richard Monckton Milne, "The Life of Jesus," by Ernest Renan; Charles Kingsley's Poems, William Blake's Poems and Prophecies, Edgar Allan Poe's Poems and Essays, Trench's "Study of Words." In "Everyman's Library" with its 806 volumes, handy and attractive, there are most of the world's masterpieces.

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GRINS BETWEEN GRINDS

Monkeyshine

Two boys wanted to play a trick on their teacher, so they painted the face of a monkey on the back of his coat.

The teacher picked up his coat and seeing the caricature, remarked:—

"I'd like to know who wiped his face on my overcoat?"

Not an Attorney

The prosecuting attorney was examining a negro witness.

"Now, Tom," he said, "tell us what you know about this fight."

"Well, boss," began Tom, "I thinks—"

"I don't want to know what you think. Tell us what you know."

"I thinks," said Tom, as he began again.

"I told you not to tell us what you think."

"But, boss," said Tom apologetically, "I ain't no lawyer. I can't talk without thinking."

Indeed They Grow Rapidly

Tommy — "Do fish grow very rapidly?"

Willie—"I should say they do! Dad caught one once and it grew six inches every time he mentioned it."

We Thought So

Teacher—"If coal is ten dollars a ton, how many tons will one get for thirty dollars?"

Johnnie, a coal dealer's son—"Two and a half tons."

Teacher—"Why, Johnnie, you know that isn't right."

Johnnie—"I know it isn't right, but they all do it."—Country Teacher.

The Little Son as an Interpreter

Mrs. Howe sent her small son across to the neighbor's home with the message that if it were agreeable Mrs. Howe would call that afternoon. On his return the lad was asked what he had said to the lady.

"I told her," he replied, "that if she would make herself agreeable you would be over this afternoon."—Boston Transcript.

The Model George

Father (annoyed by son's school report)—"Do you know that when Washington was your age he was at the head of his class?"

Son—"Yes, and when he was your age he was President of the United States."

Short for it

A schoolboy was asked the other day by his teacher, "How do you spell Schenectady?" He answered, "WGY."

Honest Confession

"Mose," said the judge, doubting whether the witness knew the nature of an oath, "do you know what will happen if you lie on the witness stand?"

"Yassuh, jedge. Ah 'spects you'll send me to jail."

"You're right. And what if you tell the truth?"

"We'll lose dis trial sho, jedge."

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JOURNAL MAIL BAG

This Unspanked Generation

Editor, Journal of Education:—

News items of recent dates: "For 'licking' his eighteen-year-old flapper daughter with a belt strap, Paul Lukaeeck faces eight months' imprisonment and $500 fine." "School flogging controversy comes to fore again as warrant issued for Nelson Campbell, principal of Garfield Park High School, for whipping of Harold, sixteen, son of Rudolph C. Neilson." I have seen other news reports of like character.

Recently I wrote a letter in which I advocated chastisement of children when necessary. Commenting on the case of a school teacher whose fine of $1,500 for whipping a child was reversed by the judge, I said: "Good for the judge! If our present age keeps on reversing all standards of right and wrong, it will not be long before juries will be presenting boxes of candy and cigars to murderers, and tying up philanthropists and benefactors of the race to whipping posts."

I received a letter from the editor of a prominent magazine that deals with children's interests: "We are very glad indeed to have your letter . . . stating your point of view on spanking children. Of course you must realize that all the leading psychologists and psychiatrists and educational authorities practically agree now that whipping a child is not the best method of making him obey or distinguish between what is right and wrong. . . ." But I did not state "my" point of view on spanking children. I stated the Bible's point of view; and one word from the Bible is worth more to me than all the words of all the leading psychologists and leading psychiatrists.

In a former letter to the press I quoted a few of the considerable number of verses in the Bible that advocate the chastising of refractory children.

I will close this letter with a little story from that great man, Aesop, whose wisdom has come down to us through the ages.

The story runs somewhat as follows: A certain youth was to be hanged for his crimes. In his childhood he used to steal small articles, but his mother neither whipped nor corrected him, but rather approved of what he did. As the noose was being adjusted around his neck, he desired to speak a few words to his mother, who was present and making a great outcry. When she had come up to him he leaned forward and bit off her ear. Crying out with pain, she upbraided him for being so unnatural a son. But he addressed her thus: "It was you who brought me to the gallows. You never beat me nor corrected me when I used to steal things in my childhood. If you had brought me up right I would not now be standing here with a noose around my neck waiting to be launched into eternity. *You* are my executioner."

Yours very truly,
Charles Hooper.

Coeur d'Alene, Idaho.
April 6, 1928.

A Vermont Flood Project

Editor, Journal of Education:—

The Castleton Normal School is in a section of Vermont relatively untouched by the great flood and therefore it felt in a peculiar way the challenge to do something for those most afflicted by this devastation. It raised its portion for general relief fund. It requested through an appeal to every superintendent in the flood area some specific, definite thing to do for schools which were affected, but nothing concrete came until the Burlington Free Press came out one morning with the first story of the Pinneo Flats School in Bolton,—the Pinneo Flats School building in the little town of Bolton in the heart of the stricken area was entirely demolished by the flood, and one child lost its life. It had just become a standard school, due to the heroic efforts of the superintendent of the district, who had worked against great odds, Superintendent Edward L. Clark of Richmond. The little town was sorely afflicted and could do practically nothing for the restoration of that school. A site has been donated, the state with all its other pressing demands at this time could give but five hundred dollars. Various groups were already making an effort to secure necessary funds to enable the little school to live again.

Before the day was over, the Castleton Normal School took up the case as one in which it might be of service. All necessary steps were taken immediately, getting the endorsement of the plan from the State Board of Education and giving proferred aid to Superintendent Edward L. Clark to the amount of $500, which in the minds of the school could be raised.

From the first, students pledged one dollar each as a starting fund. A letter was sent out to Normal Schools, most of whom had written asking ways in which they might be of service in this time of need.

The response surpassed the dream of

the most sanguine. Replies came from twenty-eight schools ranging in amount from $5 to $150. Fourteen states were represented. The senior class of one Normal School turned over the entire amount they had raised for a class gift to their own school in June. The story of the gift from each school would make an interesting record, but space forbids. The following is a complete list to date of those who have contributed to the little school, record of which will be preserved in some form at the Memorial School Building. It is hoped and believed that visitors will make it in their way to call upon the little school during the summer.

1. Castleton Normal School Teachers and students.

2. States:—

Arizona—Tempe Teachers College.

Connecticut—Danbury State Normal School, Willimantic State Normal School.

Indiana—Ball Teachers College, Muncie.

Maine—Castine State Normal School, Gorham State Normal School, Presque Isle State Normal School.

Massachusetts — Boston Teachers College, Lowell State Normal School, Salem State Normal School, Wheelock Kindergarten, Worcester State Normal School.

Missouri—Maryville Teachers College.

Nebraska—Bancroft School, Lincoln.

New Hampshire—Keene State Normal School, Plymouth State Normal School.

New Jersey—Trenton State Normal School Senior Classes.

New York—Briarcliff Manor School, Brockport State Normal School, Fredonia State Normal School, Potsdam State Normal School, Potsdam Junior High School, Potsdam Main Street School, Potsdam Practice High School.

Ohio—Cleveland, Park School.

Pennsylvania—Philadelphia, McCall School.

Wisconsin—Stevens Point Normal School.

Tablets on the walls of the building will note the contributors; not only those that have come about through the Castleton Normal School, but others, for this has been given general publicity everywhere and funds from many sources have been forthcoming.

Very truly yours,
Caroline S. Woodruff.

Castleton, Vermont.

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